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CBSE 7201T

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**Reflection #1**:

After reading the concepts and ideals of the Conceptual Framework, I got a strong feeling that it [framework] has tight connection to the Danielson Framework. The word 'framework' tells for itself. To me, even though teachers might have different responsibilities and roles besides teaching, a unifying thread runs through the entire framework for teaching and provides the basic organizing structure. In other words, I see the Danielson Framework as the main guidelines that provide teachers (especially new ones) with structure, origination and standards. If we say that the Common Cores are the goals that must be achieved by students at the end of the school year, then the Danielson Framework is the guide list of goals and expectations for all teachers. Likewise Danielson’s Framework, the Conceptual Framework of School of Education provides the goals for graduate students and sets the high expectations of pedagogue.

Let us take a closer look at both frameworks. As we know, there are four domains in the Danielson Framework and each has its own components and elements that are equally important for teaching. To provide effective teaching instruction, every teacher has to use and follow this framework for professional practice. Below are just some components of each framework:

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| **Danielson Framework** | **Conceptual Framework**  **of School of Education** |
| Component 1b: Demonstrating knowledge of students. I agree with those who say that, in order to ensure student's learning, teachers must know not only the content and its related pedagogy but also the students to whom they wish to teach that content. In order to plan appropriate learning activities, the teacher needs to uncover and know that there are patterns in cognitive, social, and emotional developmental stages of different age groups, and that, students learn in their individual ways and may have gaps or misconceptions. ELL students and those with special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn. | Our teacher candidates and other school personnel demonstrate a capacity to understand students’ families, cultures and communities, and use this information as a basis for connecting instruction and professional practices to students' experiences (Diversity, Performance 3).  Our teacher candidates and other school personnel make appropriate provisions for individual students who have particular learning needs, differences or varying abilities (Diversity, Performance 4). |
| Component 2a: Creating an environment of respect and rapport. I think that one of the most important elements is the skill of creating an environment of respect and rapport in classrooms where a teacher interacts with students. It relates to how the teacher responds to students and how students are permitted to treat one another. In such respectful environment, all students must feel valued, safe, and comfortable. | Our teacher candidates and other school personnel are prepared to demonstrate in their practice strategies that support every student's effort to reach the highest level of academic achievement and to use pedagogies that embrace the wide range of cultures represented in today's classrooms (Social Justice, Performance 3). |
| Component 1a: Knowledge of content and the structure of the discipline and knowledge of content-related pedagogy. For example, a teacher must know which concepts and skills are central to a discipline and which are peripheral and must know how to incorporate issues such as global awareness and cultural diversity. A teacher must have lesson and unit plans that reflect important concepts in the discipline, provide clear and accurate classroom explanations, and accurate answers to students’ questions and feedback. | Our teacher candidates and other school personnel are prepared to be caring advocates and change agents for all students and their families in pursuit of academic excellence and social equality (Social Justice, Performance 7). |
| Component 4a. Reflecting On Teaching  Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an  analysis of the many decisions made in both the planning and the implementation of a lesson. By  considering these elements in light of the impact they had on student learning, teachers can determine  where to focus their efforts in making revisions and choose which aspects of the instruction they will  continue in future lessons. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been  learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop  the skill of reflecting on teaching through supportive and deep questioning. | Our teacher candidates and other school personnel are prepared to critically reflect on their own assumptions about their practices, the students with whom they work, the communities in which they work and their own development as professionals (Critical Self-Reflection and Reflective Practice, Performance 2).  Our teacher candidates and other school personnel are prepared to use classroom observation, self-reflection and research as sources for evaluating outcomes of their practices as a basis for experimenting with, reflecting on and revising practice (Critical Self-Reflection and Reflective Practice, Performance 3). |
| Component 4c: Communicating with families. If we agree that the learning environment of a child consists of three elements - school, home and community- than we must acknowledge the importance of connecting and communicating with families. Although the ability of families to participate in their child’s learning varies widely, it is the responsibility of teachers to provide opportunities for parents/families to understand their child’s progress, instructional programs, goals and expectations, etc. | Our teacher candidates and other school personnel are prepared to establish respectful and consistent relationships with families from diverse communities and seek to develop cooperative and reciprocal relationships with families in support of student learning and well-being (Collaboration, Performance 6). |

**How do the ideals of social justice, collaboration, critical self-evaluation and diversity align with our course objectives and outcomes?** Well, among our course objectives, there are some that directly align with the ideals of the Conceptual Framework of School of Education.

* For example, by the end of this course, we [graduate students] must be able to “reflect on our own practices and examine implications for future work” in real classroom settings (Syllabus, Course Objectives, #10). It directly relates to the following performance goal from the Framework “Our teacher candidates and other school personnel are prepared to use classroom observation, self-reflection and research as sources for evaluating outcomes of their practices as a basis for experimenting with, reflecting on and revising practice (Critical Self-Reflection and Reflective Practice, Performance 3)”.
* By the end of this course, we [graduate students] must be able to “demonstrate an understanding of the ethical issues of research and discuss the implications for the work as teacher-researcher (Syllabus, Course Objectives, #3). This objective relates to the following performance goal from the Conceptual Framework "Our teacher candidates and other school personnel are prepared to demonstrate knowledge of the basic rights of all human beings and to encourage critical thinking and a sense of community among the diverse students with whom they practice" (Social Justice, Performance 4).
* By the end of this course, we [graduate students] must be able to “demonstrate an understanding of how to collect data and use data collection techniques in Action Research" (Syllabus, Course Objectives, #8). This objective relates to the following performance goal from the Conceptual Framework "Our teacher candidates and other school personnel are prepared to use classroom observation, self-reflection and research as sources for evaluating outcomes of their practices as a basis for experimenting with, reflecting on and revising practice" (Critical Self-Reflection and Reflective Practice, Performance 3).

To conclude all of the above, the performance objectives/goals of the Conceptual Framework of School of Education align with the Enhancing professional practice: A framework for teaching by Danielson. Both provide structure and guidance for [future] teachers and professionals who work in different school settings. In addition, some of our course objectives align with the objectives of the Conceptual Framework, which means that the course is designed according to standards/objectives of the School of Education.

References:

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